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ABSTRACT

The evaluation design for Austin Independent School District's Elementary Secondary Education Act Title I project for 1981-82 is a 1-year plan of evaluation work which provides a brief project and evaluation summary, the major decision and evaluation questions to be addressed, other information needs, dissemination plans, and information sources to be used. The major foci of the Title I evaluation component for 1981-82 will be effectiveness of: pre-kindergarten and kindergarten instruction; the Title I Reading Improvement Program (TRIP);the Parental Involvement Component; the school-wide projects at Allison and Becker; and Rainbow Kits. Whenever possible, longitudinal examination or tracking of students in the program will be conducted. (Author)

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Research

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Evaluation

EVALUATION DESIGN
1981-1982 Title I
October, 1981

Austin Independent

School District

Texas

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EVALUATION DESIGN

1981-1982 Title I

October, 1981

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Publication No.: 81.29

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The project presented or reported herein was performed pursuant to a grant from the Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

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Evaluation Design ABSTRACT

Title: EVALUATION DESIGN: ESEA Title I 1981-82

Contact Person: Karen Carsrud, Freda Holley

No. Pages:

Summary:

The evaluation design is a one-year plan of evaluation work for this project. It provides a brief project and evaluation summary, the major decision and evaluation questions to be addressed, other information needs, dissemination plans, and information sources to be used.

The major foci of the Title I evaluation component for 1981-82 will be effectiveness of :

- pre-Kindergarten and kindergarten instruction,
- the Title I Reading Improvement Program (TRIP),
- the Parental Involvement Component,
- the school-wide projects at Allison and Becker, and
- Rainbow Kits.

Whenever possible, longitudinal examination or tracking of students in the program will be conducted.

TABLE OF CONTENTS

Abstract i

Table of Contents. ii

Program Staff. iii

I. Evaluation Design Review Form. 1

II. Narrative Summary
A. Program Summary. 2
B. Evaluation Summary 5

III. Decision Questions
A. Questions Addressed. 6
B. Overview 7

IV. Information Needs
A. Needs. 12
B. Overview 17

V. Dissemination. 18

VI. Information Sources Summary. 19

VII. Data to be Collected in the Schools. 22

VIII. Evaluation Time Resources Allocation 23

PROGRAM STAFF

The following Austin Independent School District staff members are responsible for the implementation of the various components of the Title I program:

Ruth MacAllister
Assistant Superintendent of Elementary Education

Timy Baranoff, Ph.D.
Director of Elementary School Curriculum

Hermelinda Rodriguez
Director of Elementary School Management

Lee Laws
Director, Federal and State Applications and Compliance

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Eva Barone
Coordinator for Parental Involvement

Allie Langdon
Title I Instructional Administrator

Anita Uphaus
Instructional Coordinator for Primary Education

81.29

I

EVALUATION DESIGN REVIEW FORM

The individuals listed below were provided an opportunity to review relevant portions of this design and to provide input prior to publication.

Oscar Cantu, Title I/Title I Migrant Instructional Administrator

Lee Laws, Director of Federal and State Applications and Compliance

Timy Baranoff, Director of Elementary School Curriculum

Anita Uphaus, Instructional Coordinator for Primary Education

Allie Langdon, Title I Instructional Administrator

Ann Neeley, Instructional Coordinator for Title I

Kathryn Stone, Instructional Coordinator for Title I

Alicia Martinez, Instructional Coordinator for Title I

Eva Barron, Coordinator for Parental Involvement

Also, members of the Superintendent's cabinet not mentioned above:

John Ellis, Superintendent

James Jeffrey, Associate Superintendent of Operations

Lawrence Buford, Acting Associate Superintendent of Instruction

Ruth MacAllister, Assistant Superintendent of Elementary Education

Hermelinda Rodriguez, Director of Elementary School Management

David Hill, Acting Assistant Superintendent of Secondary Education

Maud Sims, Director of Secondary School Curriculum

J. M. Richard, Director of Secondary School Management

Mauro Reyna, Director of Student Records and Reports

Mike Lehr, Executive Director of Personnel

Hobart Gaines, Director of School Community Relations

Jetta Todaro, Special Assistant for for Administrative Services

II A

PROGRAM SUMMARY

The ESEA Title I Program in the Austin Independent School District is a continuing program supported by funds from the Education Department under the Elementary and Secondary Education Act. The purpose of ESEA Title I is to provide for the learning needs of educationally disadvantaged students in school attendance areas having high concentrations of children from low-income families. It is intended to provide supplemental assistance over and above the regular school program.

Participation of schools in the Title I program is determined by both economic and educational criteria. Schools which have a higher concentration of low-income families than the district average are eligible to receive Title I services. Standardized test results and other available information are used to determine which grade levels to serve, which schools to serve and how many students to serve at each school. Participants are identified by ranking the students at each grade in a school and selecting those with the greatest need.

Reading Component: Title I Reading Improvement Program (TRIP)

The main objective of this instructional component is to improve Title I students' reading skills. The specific Reading Component outcome objectives can be found in the Information Needs section of this design.

The Title I Reading Improvement Program is supplementary to and coordinated with the Austin Independent School District's basic reading program. Its primary purpose is to provide additional assistance to students deficient in oral language and/or reading skills. During the 1980-81 school year, Title I services will be provided to elibible students in the following schools:

Allan	Oak Springs
Blackshear	Ortega
Brooke	Pecan Springs
Brown	Ridgetop
Campbell	Rosedale
Dawson	Rosewood
Govalle	Sanchez
Harris	Sims
Linder	Travis Heights
Langford	Walnut Creek
Maplewood	Winn
Metz	Wooten
Norman	Zavala

The recently developed Austin Independent School District Elementary Reading/Language Arts Position Paper outlines three aspects of the reading program: basic skills, developmental reading, and application. Title I will supplement the AISD program with activities in the following areas:

- Basic Skills
  - Oral Language Development
  - English as a Second Language
  - Vocabulary Development
  - Word Attack Skills
  - Comprehension
- Developmental Reading:
  - Supplementary Basal Activities
  - Teacher-Made and Commercial Basal-Related Activities
- Application:
  - Oral Language
  - Children's Literature
  - Creative Writing
  - Content Area Reading

The 26 Title I schools will employ classroom-based and "pull-out" instructional approaches. Where space and instructional conditions permit, Title I teachers will provide instruction in the regular classrooms. In other situations, services will be provided in the Title I Reading Centers or other specified areas reserved for Title I teachers.

Services will be rendered daily in instructional periods of 30 to 60 minutes. Instruction will be delivered in groups not to exceed eight per teacher.

Schoolwide Projects: Allison and Becker

Traditionally, the Title I legislation has required that instruction funded by Title I must be supplemental; i.e., Title I instruction should be distinct from regular instruction and should not supplant instruction provided with state and local funds. The new Title I legislation, however, allows the development of a new kind of Title I program, a schoolwide project, when at least 75% of the students residing within an attendance area are from low-income families. In a schoolwide project, Title I funds are combined with local funds to lower the pupil/teacher ratio, and Title I instruction is no longer distinguishable from regular instruction. All students in the school are considered to be served by Title I. This year AISD will have schoolwide projects at Allison and Becker for the second year.

Early Childhood Education Program: Language Development Through Sensory and Visual Experience

The Early Childhood Program which is a full-day prekindergarten program designed for low-SES four-year-old children will provide cognitive and affective preschool instruction. The emphasis will be on oral language development, concept development, and the acquisition of problem solving skills. Campuses participating in this program are Allan, Brown (2 units), Maplewood, Norman, Ortega, Ridgetop, Rosewood, and Sims. The units at Allan and Ridgetop are funded half out of Title I and half out of Title I Migrant.

Parental Involvement

The objectives of this component are to increase parental support for the Title I program and to elicit parental advice in the planning and implementation of the program. Parental advice is obtained through Parent Advisory Councils (PAC's). A PAC will be established at each campus with a Title I program. In addition, a Districtwide PAC composed of representatives from local PAC's will be established.

The other thrust is to obtain parental support by providing them with training in ways they can help their children improve their school performance.

Each school designates a campus contact person for parental involvement. Each campus also chooses one of three options for gaining assistance in establishing PAC's. They may choose to use the Title I/Title I Migrant Parental Involvement Specialist, the school's Title I Reading Coordinator, or the school's own staff.

Nonpublic/Neglected and Delinquent Component

Title I Programs have been funded for the following nonpublic schools or institutions for neglected and delinquent children:

St. Austin School
St. Ignatius Martyr School
St. Mary's Cathedral School
Junior Helping Hand Home for Children
Middle Earth Spectrum
Salado House
Settlement Club Home

Title I reading teachers, aides, or materials are provided for each campus to serve the designated students in the areas of reading and/or math. Middle Earth Spectrum will receive only materials for 1981-82.

IIB

EVALUATION SUMMARY

The evaluation of the Austin Title I Program serves a number of purposes:

a. To provide information to program staff for use in planning and implementing the program;

b. To provide information to District administrators, the Board of Trustees, and the public concerning the success of the program;

c. To provide evaluation staff with information necessary for the planning and implementation of subsequent Title I evaluation;

The information needs related to these purposes are met by the collection and analysis of needs assessment, implementation, and outcome data. Needs assessment information is provided on both an ad hoc basis as questions arise and in formal ways through the publication of a needs assessment document.

On-going evaluation of the implementation of program components is accomplished through classroom observations, interviews, and the collection of information about whom the program is serving.

Outcome evaluation through the use of standardized instruments will measure the student outcomes produced by the project activities.

The following reports will be prepared by Title I Evaluation this year:

- Title I Final Evaluation Report -

  This report is a 10-15 page summary of findings of the Title I Program. It is included in the ORE Evaluation Findings Volume.

- Title I Final Technical Report -

  This report presents the technical information relevant to each instrument or information source used in the evaluation.

Staff assigned to carry out the evaluation activities discussed above and described in this document consists of an evaluator, one half-time evaluation intern, one evaluation assistant, a data analyst and a secretary.

III A
DECISION QUESTIONS ADDRESSED

D1. Should the Title I Reading Component be modified? If so, how?

D2. Should Title I Schoolwide Projects be continued, expanded, or revised? If so, how?

D3. Should the Rainbow Kit Project be continued, modified, or discontinued?

D4. Should the Title I Early Childhood Education Program be continued, modified, or discontinued? If so, how?

D5. Should changes be made in the instruction of kindergarten students who have participated in Early Childhood Education Programs?

D6. Should the Title I Parental Involvement Component be modified? If so, how?

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
D1. Should the Title I Reading Improvement Program be modified? If so, how?	April, 1982	March, 1982	D1-1. Were the objectives of the Title I reading component met?	a. Iowa Tests of Basic Skills
			D1-2. How many students were served at each grade in the following ways: a. in the classroom only, b. in the reading center only, and c. in both the classroom and reading center?	a. Title I Service Report
			D1-3. Did students served in the three various locations (classroom, lab, or both) differ in achievement gains?	a. Iowa Tests of Basic Skills b. Title I Service Report
			D1-4. Considering instructional arrangement, was the participant-to-instructor ratio equitable across campuses?	a. Title I Service Report
			D1-5. How did the achievement of Title I students compare with that of a comparable group of formerly Title I students who had been in schools without Title I for two years?	a. Iowa Tests of Basic Skills

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III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			D1-6. Did 1980 At-Home Summer Program participants show larger achievement gains from April 1981 to April 1982 than the matched comparison groups?	a. Iowa Tests of Basic Skills
D2. Should Title I schoolwide projects be continued, expanded or revised? If so, how?	April 1982	March, 1982	D2-1. Were the objectives of the schoolwide projects met?	a. Iowa Tests of Basic Skills
			D2-2. How did the achievement gains made by low-achieving students (40th percentile or below) in the schoolwide projects compare with the gains made by low-achieving students in regular Title I schools?	a. Metropolitan Readiness Tests b. Iowa Tests of Basic Skills
			D2-3. How did achievement gains made by high-achieving students (above 40th percentile) in the schoolwide projects compare with the gains made by high-achieving students in regular Title I schools?	a. Metropolitan Readiness Tests b. Iowa Tests of Basic Skills

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III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			D2-4. How did the achievement gains of students who had participated in a school-wide project for two years compare with students who had been in a regular Title I school for two years and participated in Title I during one or two years.	a. Iowa Tests of Basic Skills
D3. Should the Rainbow Kit project be continued, modified, or discontinued?	June, 1982	June, 1982	D3-1. Did the achievement gains of Rainbow Kit participants exceed those of nonparticipants in the control group?	a. Iowa Tests of Basic Skills
			D3-2. Do Title I students who have participated in Rainbow Kits at more than one grade level show greater achievement gains than students who have participated in: a) only one grade level of Rainbow Kits? b) no Rainbow Kits?	a. Iowa Tests of Basic Skills

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III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
D4. Should the Title I Early Childhood Education Program be continued, modified, or discontinued? If so, how?	April, 1982	March, 1982	D4-1. Was the objective of the Early Childhood Education Program met?	a. Peabody Picture Vocabulary Test
			D4-2. Do former Pre-K participants score higher than other students in their schools when they reach higher grade levels?	a. Iowa Tests of Basic Skills b. Metropolitan Readiness Test
D5. Should changes be made in the instruction of kindergarten students who have participated in Early Childhood Education programs?	June, 1982	June, 1982	D5-1. Are there differences between former pre-K students and their regular kindergarten peers in the amount of time they spend in: a) basic instruction b) adult contact, or c) time-on-task?	a. Kindergarten Observations
			D5-2. What are the instructional content areas covered by pre-K students and their regular kindergarten peers?	a. Kindergarten Observations
D6. Should the Title I Parental Involvement Component be modified? If so, how?	July, 1981	June, 1981	D6-1. Were the objectives of the Parental Involvement Component met?	a. Districtwide PAC Attendance Form b. Local PAC Attendance Form c. Districtwide PAC Agendas d. Local PAC Agendas

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III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			D6-2. Did attendance at Districtwide and Local PAC meetings improve over the 1980-81 school year?	a. Districtwide PAC Attendance Form b. Local PAC Attendance Form
			D6-3. How many Districtwide and Local PAC meetings were held between July 1, 1981, and June 30, 1982?	a. Districtwide PAC Attendance Form b. Local PAC Attendance Form
			D6-4. How would parents prefer to be involved in PAC's in future years? (What would they like to have included on PAC agendas, for example?)	a. Parent Survey

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IV A

INFORMATION NEEDS

Needs Assessment

I1. What percentage of the students residing in each Title I attendance area are from low-income families?

I2. How similar are the results when the schools are ranked for Title I eligibility in the various ways possible under the Title I regulations?

I3. How many students in each school scored below selected percentile points on the MRT and ITBS.

I4. How many students would be eligible for Title I services for various combinations of criteria for campus and student eligibility?

Annual Program Documentation

I5. How many students were served by Title I at each grade in public and nonpublic schools?

I6. How many students were served in N&D institutions?

I7. Were the objectives of the Title I Program met? (see below)

Title I Reading Improvement Program

a. Upon completion of the 1981-82 school year, students in the Reading program in kindergarten will make the following gains as measured by the Iowa Tests of Basic Skills (Language) administered in English:

17 will gain 10 percentile points or more.
7 will gain 7-9 percentile points.
7 will gain 4-6 percentile points.
13 will gain 1-3 percentile points.
56 will show normal gain or less for students at the same level.

b. Upon completion of the 1981-82 school year, students in the Title I Reading program in grade 1 will score as follows on the April, 1981, administration of the Iowa Tests of Basic Skills (Average Reading Grade Equivalent).

18% will score at a grade equivalent of 1.9 or above.
8% will score between grade equivalents of 1.7 and 1.8.
17% will score between grade equivalents of 1.4 and 1.6.
21% will score between grade equivalents of 1.1 and 1.3.
36% will score at a grade equivalent of 1.0 or lower.

c. Upon completion of the 1981-82 school year, students in the Title I Reading program in grade 2 will make the following gains as measured by the Iowa Tests of Basic Skills (Reading Total):

19% will gain 10 percentile points or more.
4% will gain 7-9 percentile points.
5% will gain 4-6 percentile points.
6% will gain 1-3 percentile points.
66% will show normal gain or less for students at the same level.

d. Upon completion of the 1981-82 school year, students in the Title I Reading program in grade 3 will make the following gains as measured by the Iowa Tests of Basic Skills (Reading Total):

31% will gain 10 percentile points or more
7% will gain 7-9 percentile points.
11% will gain 4-6 percentile points.
13% will gain 1-3 percentile points.
38% will show normal gain or less for students at the same level.

e. Upon completion of the 1981-82 school year, students in the Title I Reading program in grade 4 will make the following gains as measured by the Iowa Tests of Basic Skills (Reading Total):

17% will gain 10 percentile points or more.
7% will gain 7-9 percentile points.
7% will gain 4-6 percentile points.
13% will gain 1-3 percentile points.
56% will show normal gain or less for students at the same level.

f. Upon completion of the 1981-82 school year, students in the Title I Reading program in grade 5 will make the following gains as measured by the Iowa Tests of Basic Skills (Reading Total):

24% will gain 10 percentile points or more.
7% will gain 7-9 percentile points.
11% will gain 4-6 percentile points.
16% will gain 1-3 percentile points.
42% will show normal gain or less for students at the same level.

g. Upon completion of the 1981-82 school year, students in the Title I Reading program in grade 6 will make the following gains as measured by the Iowa Tests of Basic Skills (Reading Total):

21% will gain 10 percentile points or more.
8% will gain 7-9 percentile points.
13% will gain 4-6 percentile points.
12% will gain 1-3 percentile points.
46% will show normal gain or less for students at the same level.

Schoolwide Projects

a. Upon completion of the 1981-82 school year, students in the Title I schoolwide project at Allison in kindergarten will make the following gains as measured by the Iowa Tests of Basic Skills.

29 will gain 10 percentile points or more.
9 will gain 7-9 percentile points.
2 will gain 4-6 percentile points.
6 will gain 1-3 percentile points.
54 will show normal gain or less for students at the same level.

b. Upon completion of the 1981-82 school year, students in the Title I schoolwide project at Allison in grade 1 will score as follows on the April, 1981, administration of the Iowa Tests of Basic Skills (Average Reading Grade Equivalent).

27% will score at a grade equivalent of 1.9 or able.
12% will score between grade equivalents of 1.7 and 1.8.
16% will score between grade equivalents of 1.4 and 1.6.
18% will score between grade equivalents of 1.1 and 1.3.
27% will score at a grade equivalent of 1.0 or lower.

c. Upon completion of the 1981-82 school year, students in the Title I schoolwide project at Allison in grade 2 will make the following gains as measured by the Iowa Tests of Basic Skills (Reading Total).

29% will gain 10 percentile points or more.
9% will gain 7-9 percentile points.
2% will gain 4-6 percentile points.
6% will gain 1-3 percentile points.
54% will show normal gain or less for students at the same level.

d. Upon completion of the 1981-82 school year, students in the Title I schoolwide project at Allison in grade 3 will make the following gains as measured by the Iowa Tests of Basic Skills (Reading Total).

38% will gain 10 percentile points or more.
12% will gain 6-9 percentile points.
12% will gain 4-6 percentile points.
9% will gain 1-3 percentile points.
29% will show normal gain or less for students at the same level.

e. Upon completion of the 1981-82 school year, students in the Title I schoolwide project at Becker in kindergarten will make the following gains as measured by the Iowa Tests of Basic Skills.

16 will gain 10 percentile points or more.
14 will gain 6-9 percentile points.
14 will gain 4-6 percentile points.
7 will gain 1-3 percentile points.
48 will show normal gain or less for students at the same level.

f. Upon completion of the 1981-82 school year, students in the Title I schoolwide project at Becker in grade 1 will score as follows on the April, 1981, administration of the Iowa Tests of Basic Skills (Average Reading Grade Ezuivalent):

64% will score at a grade equivalent of 1.9 or above.
5% will score between grade equivalents of 1.7 and 1.8.
12% will score between grade equivalents of 1.4 and 1.6.
14% will score between grade equivalents of 1.1 and 1.3.
5% will score at a grade equivalent of 1.0 or lower

g. Upon completion of the 1981-82 school year, students in the Title I schoolwide project at Becker in grade 2 will make the following gains as measured by the Iowa Tests of Basic Skills (Reading Total):

20% will gain 10 percentile points or more.
3% will gain 6-9 percentile points.
9% will gain 4-7 percentile points.
1% will gain 1-3 percentile points.
67% will show normal gain or less for students at the same level.

h. Upon completion of the 1981-82 school year, students in the Title I schoolwide project at Becker in grade 3 will make the following gains as measured by the Iowa Tests of Basic Skills (Average Reading Grade Equivalent):

21% will gain 10 percentile points or more.
6% will gain 6-9 percentile points.
25% will gain 4-7 percentile points.
12% will gain 1-3 percentile points.
36% will show normal gain or less for students at the same level.

i. Upon completion of the 1981-82 school year, students in the Title I schoolwide project at Becker in grade 4 will make the following gains as measured by the Iowa Tests of Basic Skills (Reading Total):

16% will gain 10 percentile points or more.
14% will gain 7-9 percentile points.
14% will gain 4-6 percentile points.
7% will gain 1-3 percentile points.
48% will show normal gain or less for students at the same level.

j. Upon completion of the 1981-82 school year, students in the Title I schoolwide project at Becker in grade 5 will make the following gains as measured by the Iowa Tests of Basic Skills (Reading Total):

46% will gain 10 percentile points or more.
5% will gain 6-9 percentile points.
16% will gain 4-6 percentile points.
3% will gain 1-3 percentile points.
30% will show normal gain or less for students at the same level.

k. Upon completion of the 1981-82 school year, students in the Title I schoolwide project at Becker in grade 6 will make the following gains as measured by the Iowa Tests of Basic Skills (Reading Total):

27% will gain 10 percentile points or more.
5% will gain 7-9 percentile points.
13% will gain 4-6 percentile points.
27% will gain 1-3 percentile points.
27% will show normal gain or less for students at the same level.

Early Childhood

a. Upon completion of the 1981-82 school year, students in the Early Childhood program in prekindergarten will make the following gains as measured by the Peabody Picture Vocabulary Test:

25% will gain more than 20 standard score points.
22% will gain 11-20 standard score points.
14% will gain 6-10 standard score points.
7% will gain 1-5 standard score points.
32% will show normal gain or less for students of the same level.

Parental Involvement

- A minimum of one parent training session for the Districtwide PAC members will be held during the 1981-82 school year. It may be in conjunction with the Districtwide PAC meetings.
- A minimum of two staff development sessions will be held by the Title I and Title I Migrant instructional coordinators for the community representatives and/or the campus PAC contact persons.
- A minimum of one parent training session will be held on each Title I campus during the 1981-82 school year. It may be held in conjunction with the local PAC meeting.

IV B

INFORMATION NEEDS OVERVIEW

81.29

INFORMATION NEED	DATE NEEDED	INFORMATION SOURCES
I1. What percentage of the students residing in each Title I attendance area are from low-income families?	3-1-82	a. Student Master File b. District Free Lunch Records c. Income Information for District Special Programs d. District Dropout File e. Income Information for Dropouts f. Attendance Information from Nonpublic Schools and N&D Institutions g. Income Information from Nonpublic Schools and N&D Institutions
I2. How similar are the results when the schools are ranked for Title I eligibility in each way possible under the Title I regulations?	3-1-82	a. Page 3 Sources b. Metropolitan Readiness Tests c. Iowa Tests of Basic Skills
I3. How many students in each school scored below selected percentile points on the MRT and ITBS?	3-1-82	a. Metropolitan Readiness Tests b. Iowa Tests of Basic Skills
I4. How many students would be eligible for Title I services for various combinations of criteria for campus and student eligibility?	3-1-82	a. Metropolitan Readiness Tests b. Iowa Tests of Basic Skills c. Page 3 Sources
I5. How many students were served by Title I at each grade in public and nonpublic schools?	7-1-82	a. Title I Service Report b. Nonpublic School Nine Week Report c. Pre-K Enrollment Form
I6. How many students were served in N&D institutions?	7-1-82	a. N&D Nine Week Reports
I7. Were the objectives of the Title I program ment?	7-1-82	a. Metropolitan Readiness Tests b. Iowa Tests of Basic Skills

17

V

DISSEMINATION

INFORMATION	DISSEMINATION FORMAT	DATE	PERSONS RECEIVING
Evaluation findings for 1980-81	Brief Brochure	8-81	For general distribution: Parents, Teachers, Principals, Program staff, Administration, TEA, etc.
Evaluation findings for 1980-81	Presentation	9-81	Title I Teachers Title I/Migrant PAC
Evaluation design for 1981-82	Evaluation Design	9-30-81	Program staff, Administrators
Needs assessment information	Needs Assessment Document	2-82	State and Federal Applications and Compliance
Evaluation findings for 1981-82	Final Report Technical Report	6-30-82	AISD

VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
1. Peabody Picture Vocabulary Test.	All Early Childhood participants.	D4-1	October, 1981 April, 1982	Frequency counts. Descriptive statistics. Analysis of covariance.	
2. Metropolitan Readiness Tests.	All 1st graders in Title I schools.	D2-2, D2-3, D4-2, I-2, I-3, I-4, I-7	September 1981	Frequency counts. Analysis of covariance.	
3. Iowa Tests of Basic Skills.	1. All students in grades K-8, 1981-82. 2. All Title I participants, 1980-81.	D1-1, D1-3, D1-5, D1-6, D2-1, D2-2, D2-3, D2-4, D3-1, D3-2, D3-3, D4-2, I-2, I-2, I-3, I-4, I-7.	April, 1981 April, 1982	Frequency counts. Descriptive statistics. Analysis of covariance.	
4. Kindergarten Observations	A sample of former Pre-K students and a sample of regular K students in Title I and non-Title I schools.	D5-1, D5-2	October, 1981 through May, 1982	Frequency counts. Descriptive statistics.	
5. Pre-K Enrollment Form	Students enrolled in Title I pre-K program.		Fall and Spring, 1981, 1982	Counts.	

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VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
6. Title I Service Report.	Title I students in all schools.	D1-2, D1-4, I-5	Fall and Spring	Frequency counts. Cross Tabulation.	
7. Student Master File.	All students in AISD.	I-1	Ongoing	Counts.	
8. District Dropout File.	All dropouts from AISD.	I-1	Ongoing	Counts.	
9. District Free Lunch Records.	All students in "regular" AISD schools.	I-1	Janunry or February, 1982	Counts.	
10. Income Information for District Speical Programs.	All students in AISD special programs.	I-1	January or February, 1982	Counts.	
11. Income Information for Dropouts.	All dropouts currently resident in AISD.	I-1	January or February, 1982	Counts.	
12. Attendance Information from Nonpublic schools which report enrollment to AISD.	Students attending nonpublic schools which report enrollment to AISD	I-1		Counts.	
13. Income Information from Nonpublic Schools and N&D Institutions.	Students attending nonpublic and N&D institutions.	I-1	January or February, 1982	Counts.	
14. Page 3 Sources.	All AISD schools	I-2, I-4		Ranking schools by various criteria.	
15. Nonpublic and N&D Nine-Week Reports.	Students served by Title I is nonpublic and N&D institutions.	I-5, I-6	Every nine weeks	Counts.	

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VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
16. Local PAC Attendance Form.	Parents attending local PAC meetings.	D6-1, D6-2, D6-3.	September, 1981 through April, 1982	Counts.	
17. Local PAC agendas.	N/A	D6-1	September, 1981 through April, 1982	N/A	
18. Districtwide PAC Attendance Form.	Parents attending Districtwide PAC meetings.	D6-1, D6-2, D6-3.	September, 1981 through April, 1982	Counts.	
19. Districtwide PAC Agendas.	N/A	D6-1	September, 1981 through April, 1982	N/A	
20. Parent Survey	Parents of Title I students	D6-4	November, 1981	Frequency counts, content analysis.	
21. District Records.	Title I teachers. Student teachers.	I-1	Fall, 1981	Counts.	
22. Page 3 of Title I Application for 1981-82	N/A	I-2, I-4	N/A	Counts.	

VII

DATA TO BE COLLECTED IN THE SCHOOLS

A. Students

Ongoing

1. Tests of Basic Experiences II - Language; Metropolitan Readiness Tests, California Achievement Tests: Administered to students in Title I schools who do not have spring 1981 (grades 2-5) or fall 1981 (grade K-1) test scores. Also administered to students with possibly invalid test scores.

October, 1981
April, 1982

2. Peabody Picture Vocabulary Test: Administered to Title I Early Childhood Program participants.

November, 1980, through April, 1981

Kindergarten Observations: Observations of a selection of former pre-Kindergarten students and regular kindergarten students.

B. Teachers

Fall, 1981
Spring, 1981

1. Early Childhood Roster: Roster of students participating in each Title I Early Childhood Program classroom.

November, 1980, and March, 1981

2. Title I Service Report: Completed by Title I reading teachers and/or aides.

C. Others

Continuous

1. Local and District PAC Agenda: Collected by the Title I/Migrant Parental Involvement Specialist (from campus contact persons for parental involvement).

Continuous

2. Local and District PAC Attendance Form: Signatures of parents attending local or District PAC meetings. Collected by Title I Parental Involvement Specialist from campus contact persons for parental involvement.

EVALUATION TIME RESOURCES ALLOCATION

ACTIVITY	DIRECTOR	INTERN	EVALUATOR	PROGRAMMER	EVALUATION ASSISTANT	SECRETARY
A. Design	1		10	3		5
B. Information Sources						
1. Peabody Picture Vocabulary Test.		40	5	3	20	2
2. Metropolitan Readiness Tests.			1	10	--	.5
3. Iowa Tests of Basic Skills.		10	8	35	10	2
4. Kindergarten Observations.	1	20	8	35	100	20
5. Title I Service Report.			10	30	10	8
6. Student Master File.			.5	25	--	3
7. District Dropout File.			.5	5	--	.5
8. District Free-Lunch Records.			5	9	1	2
9. Income Information for District Special Programs.			1	4	1	2
10. Income Information for Dropouts.			.5	2	5	2
11. Attendance Information for Nonpublic Schools and N&D Institutions.			1	-	2	2
12. Income Information from Nonpublic and N&D Institutions.			2	-	5	2
13. Local PAC Attendance Form.			1	-	2	1
14. Local PAC Agendas.			1	-	2	1
15. Districtwide PAC Attendance Form.			1	-	3	1
16. Districtwide PAC Agendas.			1	-	3	1
17. District Records.			1	-	1	1
18. Page 3 of Title I Application for 1980-81.			5	2	-	5

VIII

EVALUATION TIME RESOURCES ALLOCATION

ACTIVITY	DIRECTOR	INTERN	EVALUATOR	PROGRAMMER	EVALUATION ASSISTANT	SECRETARY
C. Interm Dissemination						
1. Findings Brochure.			3	--	4	4
2. PAC Presentation.			.25	--	-	2
3. Manual and Materials for Testing Students for Title I eligibility.	.25		20	--	10	10
4. Needs Assessment.			10	5	1	1
5. Overlap Study.			2	5	1	
D. Ad Hoc Analyses	2	10	20	42	10	12
E. Final and Technical Reports.	5	20	52.25	--	40	65
F. Other Dissemination.	3	10	5	5	10	15
G. Administrative and Other Indirect Costs.	15	5	55	10	20	60
H. TOTAL	27.25	115	230	230	261	230

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